

Close Reading Lesson Template



FIRST READ – Examining Key Ideas and Details

What does the text say?

Share title and author if provided.

Ask students to read the selected passage slowly or listen carefully as the teacher reads aloud. Remind students that the purpose of this reading is to grasp the *key ideas and details* of the text as a basis for ‘digging deeper’ in subsequent readings.

Students need to interact with the text as the reading takes place. Using terminology such as, ‘reading with a pencil, leaving tracks of your thinking, or talking to the text’ promotes engagement. Text markings can be determined at your discretion.

Title:

Author:

Text markings:



Questions to pose should be focused on ensuring students have grasped the meaning of the selected text. Students should be asked to provide evidence from the text to support their thinking throughout this experience.

After reading a **fiction** text, discussion should be centered on the recall of important information and events including: who-what-where-when-why.

After reading a **nonfiction** text, discussion should be centered on the recall of facts, information or procedures presented.

Specific follow-up questions for discussion based on this 1st close reading:

1 –

2 –



SECOND READ – Strategic Thinking about Craft and Structure

How does the text say it?

The purpose of this 2nd reading is to support students' understanding of key vocabulary and to dig deeper into one of these areas: the author's choices in writing the text (intent, purpose and/or message); characters' actions, decisions and point of view; or text organization.

Ask students to reread the **same short portion** slowly in order to further examine the text. (dig deeper) Teachers should model this work as needed, keeping in mind that our goal is to build toward independence with this level of examination.

Remind students that the purpose of this reading is to grasp the *craft and structure* of the text as a basis for digging deeper. They should be asked to provide evidence from the text to support their thinking throughout this experience.

Students continue to interact with the text as this 2nd reading takes place. Using terminology such as, 'reading with a pencil, leaving tracks of your thinking, or talking to the text' promotes engagement.

- Ask students to circle **unusual, unfamiliar and/or powerful words** to deepen understanding and engage in follow-up discussion.
- Other text interactions and markings should include a focus on **one** of the following areas: the author's choices in writing the text (intent, purpose and/or message); characters' actions, decisions and point of view; or text organization. Text markings can be determined at your discretion.

Vocabulary - Dig deeper into the author's use of unusual, unfamiliar and/or powerful words. Focus on how vocabulary supports understanding of the text in one of the following ways: context clues, figurative language, enhancing mood or voice, the ability to visualize.



Possible vocabulary words:

Vocabulary focus: (context clues, figurative language, mood, voice, or visualization)

CHOOSE ONE ADDITIONAL FOCUS FROM THE 3 AREAS BELOW for this 2nd reading:

1 - **Author's Choices:** Dig deeper into the author and/or illustrator's intent, purpose, and/or message. Questions may include, but are not limited to: *Why did the author write this piece? Why did the illustrator include _____? What is the central message? What is the big idea or lesson to be learned?*

Notes and Questions about Author's/Illustrator's Choices: (including intent, purpose, and/or message)

2 – **Character and Story Structure**: Dig deeper into actions, decisions and point of view. Notice and examine character and story structure based on the following: (Ideas below are ‘signposts’ from Notice and Note, by Beers & Probst.)

- Contrast and Contradiction:
 - *when a character says/does something that’s opposite of what he/she has been saying/doing all along*
- Aha Moment:
 - *when a character suddenly realizes, understands, or finally figures something out*
- Tough Question:
 - *when the character asks him or herself or someone close to them, a really difficult question*
- Words of the Wiser:
 - *when a character (who’s probably older and wiser) takes the main character aside and gives serious advice*
- Again and Again:
 - *when you notice a word, phrase, object, or situation mentioned over and over*
- Memory Moment:
 - *when the author interrupts the action to tell you a memory*

Notes and Questions about Character and Story Structure: (including actions, decisions, point of view)

3 - **Text Organization** - Dig deeper into text structure and/or text features. Text structures could include: *cause/effect, chronological order, compare/contrast, description, problem/solution, etc.* Text features could include: *title, bold words, captions, headings, charts, pictures, diagrams, etc.*

Notes and Questions about Text Organization: (including text structures and/or text features)



THIRD READ – EXTEND THINKING TO INTEGRATE KNOWLEDGE AND IDEAS

What does it mean and why does it matter?

The purpose of this 3rd reading is to extend thinking in order to integrate knowledge and ideas. This will promote *synthesis* and *evaluation*. The examination of vocabulary and the focus area of your 2nd reading (author/illustrator choices, character and story structure, or text organization) will serve as the catalyst for this deeper level of analysis. The 2nd and 3rd readings build on each other.

Remind students that the purpose of this reading is to *integrate knowledge and ideas* of the text in order to synthesize learning and evaluate what was read. Students should be asked to provide evidence from the text to support their thinking. Use ‘accountable talk’ to echo ideas, ask questions, agree, disagree and add-on respectfully.

Ask students to hone in on specific key areas of the text in order to connect ideas. Students will also be asked to compare/contrast ideas within this text and other texts/chapters read previously. This may/may not include a reread of the entire short portion of the text. Teachers should model this work as needed, keeping in mind that our goal is to build toward independence with this extended thinking.

Return to the SAME FOCUS from the 2nd reading to reinforce/extend student thinking in the 3rd reading:

1 - **Author’s Choices:** Dig deeper to connect and synthesize the author and/or illustrator’s intent, purpose, and/or message. (within the same text or across different texts) Questions may include, but are not limited to:

What questions are still lingering in your mind that the author left unanswered and why? How did your thinking change throughout the reading? How can you connect the big idea or lesson learned to another chapter or text?

2 – **Character and Story Structure:** Dig deeper to *synthesize* and *evaluate* actions, decisions and point of view. Continue with the focus area of the 2nd read and follow-up with these anchor questions to extend thinking: (Ideas below are ‘signposts’ from Notice and Note, by Beers & Probst.)

- Contrast and Contradiction: *Why is the character doing that?* (The answers could help you make a prediction or an inference about plot and conflict.)
- Aha Moment: *How might this change things?* (If the character figured out a problem, you probably just learned about the conflict. If the character understood a life lesson, you probably just learned the theme.)
- Tough Question: *What does this question make me wonder about?* (The answers will tell you about the conflict and might provide ideas about what will happen later in the story.)
- Words of the Wiser: *What’s the life lesson, and how might it affect the character?* (Whatever the lesson is, you’ve probably found a theme for the story.)
- Again and Again: *Why does this keep showing up again and again?* (The answers will tell you about the theme and conflict, or they might foreshadow what will happen later.)
- Memory Moment: *Why might this memory be important?* (The answers will tell you about the theme, conflict, or might foreshadow what will happen later in the story.)

3 - **Text Organization** – Synthesize and evaluate how the text structures and/or text features impacted your thinking and deepened understanding. Questions may include:

Which text structure or text feature solidified your understanding of the big idea and why? How do the text features and organization work together to connect and extend your thinking? How is the information connected within and across texts – similar ideas, cause/effect, compare/contrast, sequence, etc.?

Use the information from the area you selected above to complete this chart and guide your 3rd reading:

<u>Begin reading at...</u>	<u>Ideas to connect within this portion of the text:</u>
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Connect, Compare/Contrast ideas across texts:

<u>Ideas in this text:</u>	→	<u>Ideas in 'connecting' text:</u>
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